

Course Title – Sociology	
Implement start year – 2018-2019	
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Unit # , topic – Unit 1, Foundations of Sociology and Society	
Transfer Goal – Students will be able to independently use their learning to view everyday situations with sociological principles in mind.	
Stage 1 – Desired Results	
<p style="text-align: center;"><u>Established Goals</u></p> <p style="text-align: center;">2009 NJCCC Standard(s), Strand(s)/CPI # (http://www.nj.gov/education/cccs/2009/final.htm)</p> <p style="text-align: center;">Common Core Curriculum Standards for Math and English (http://www.corestandards.org/)</p> <p>ASA National Standards for Sociology</p> <p>1.1 Students will identify sociology as a scientific field of inquiry.</p> <p>1.2 Students will compare and contrast the sociological perspective and how it differs from other social sciences.</p> <p>1.3 Students will evaluate the strengths and weaknesses of the major methods of sociological research.</p> <p>1.4 Students will identify, differentiate among, and apply a variety of sociological theories.</p> <p>2.1 Students will describe the components of culture.</p> <p>2.2 Students will analyze how culture influences individuals, including themselves.</p> <p>NJCCC 6.3 Active Citizenship in the 21st Century: All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the</p>	<p style="text-align: center;"><u>21st Century Themes</u> (www.21stcenturyskills.org)</p> <p><input checked="" type="checkbox"/> Global Awareness</p> <p><input type="checkbox"/> Financial, Economic, Business and Entrepreneurial Literacy</p> <p><input type="checkbox"/> Civic Literacy</p> <p><input type="checkbox"/> Health Literacy</p> <p><input type="checkbox"/> Environmental Literacy</p> <p style="text-align: center;"><u>21st Century Skills</u></p> <p><i>Learning and Innovation Skills:</i></p> <p><input type="checkbox"/> Creativity and Innovation</p> <p><input checked="" type="checkbox"/> Critical Thinking and Problem Solving</p> <p><input type="checkbox"/> Communication and Collaboration</p> <p><i>Information, Media and Technology Skills:</i></p> <p><input checked="" type="checkbox"/> Information Literacy</p> <p><input checked="" type="checkbox"/> Media Literacy</p> <p><input type="checkbox"/> ICT (Information, Communications and Technology) Literacy</p> <p><i>Life and Career Skills:</i></p> <p><input checked="" type="checkbox"/> Flexibility and Adaptability</p>

challenges that are inherent in living in an interconnected world.

CRP4. Communicate clearly and effectively and with reason.

Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

CRP5. Consider the environmental, social and economic impacts of decisions.

Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

CRP6. Demonstrate creativity and innovation.

Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

CRP7. Employ valid and reliable research strategies. Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

- Initiative and Self-Direction
- Social and Cross-Cultural Skills
- Productivity and Accountability
- Leadership and Responsibility

<p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> <p>Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.</p>	
<p><u>Enduring Understandings:</u> <i>Students will understand that . . .</i></p> <p><i>EU 1</i> The sociological perspective differs from common sense and the major theoretical approaches explain the social world in vastly different ways.</p> <p><i>EU 2</i> Culture and society are human creations that have developed in a variety of ways for a variety of reasons.</p> <p><i>EU 3</i> People learn to be social creatures from a number of influential sources.</p> <p><i>EU 4</i> In groups and as individuals, social interaction is influenced by culturally determined structures and patterns.</p> <p><i>EU 5</i> People break the established norms of society for a range of reasons.</p>	<p><u>Essential Questions:</u></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • Why should we study society and what can we learn from it? • How can a sociological perspective help us make sense of the world? • What are the limitations and dangers of using scientific tools to study human social behavior? <p><i>EU 2</i></p> <ul style="list-style-type: none"> • To what extent is human behavior influenced by culture? • How does a culture reflect the values of a people? • Is a technologically advanced society necessarily a superior one? • Is it appropriate to condemn the practices of a different culture? <p><i>EU 3</i></p> <ul style="list-style-type: none"> • How can the process of socialization be explained in vastly different ways? • How does society affect a person differently in distinct stages of life? • To what extent can an agent of socialization control a person's behavior? <p><i>EU 4</i></p>

	<ul style="list-style-type: none"> • How do people construct their reality through social interactions? • How do different types of groups play different levels of importance in a person's social life? • Is there an authentic self? Can we portray ourselves differently among different groups and still be authentic? • How are changes in modern social organizations affecting social life? <p><i>EU 5</i></p> <ul style="list-style-type: none"> • How can biology, psychology, & sociology all be used to explain why people break social norms? • Why do different cultures identify and address deviant behavior differently? • Do demographics affect the breaking of social norms and the sanctions society places on them? • Has the criminal justice system been effective in its approach to deviant behaviors? Why and in what ways are portions of society attempting to reform the criminal justice system?
<p><u>Knowledge:</u> <i>Students will know . . .</i></p> <p><i>EU 1</i></p> <ul style="list-style-type: none"> • The academic origins of sociology • The theoretical approaches to sociology • The types of research techniques and ethical concerns <p><i>EU2</i></p> <ul style="list-style-type: none"> • The elements of culture • The cultural differences around the world • The different types of societies that exist and how we can view them • How cultures and societies change • How changes in culture and society impact people <p><i>EU3</i></p> <ul style="list-style-type: none"> • The agents of socialization • How people become social beings • The theories of development 	<p><u>Skills:</u> <i>Students will be able to . . .</i></p> <ul style="list-style-type: none"> • Analyze and draw inferences from primary sources • Recognize bias and interpret different points of view • Compare and contrast the credibility of differing ideas • Develop questions and plan investigations that apply sociological concepts and tools • Gather, evaluate, and use resources and evidence • Communicate conclusions and take informed action

<ul style="list-style-type: none"> • The developments periods in a person's life • How different agents have different impacts on a person <p><i>EU4</i></p> <ul style="list-style-type: none"> • how to distinguish between status and role and how they define people • the social construction of reality and how people shape their world • The social performances people give in presenting the self • how individual behavior changes among formal and informal groups • the advantages and drawbacks of different social structures and in leadership styles <p><i>EU5</i></p> <ul style="list-style-type: none"> • How a society defines deviance • The theoretical approaches used to explain deviant behavior • The different types of crimes and who commits them. • How society applies sanctions to deviant behavior • The roles the criminal justice system plays in addressing deviant behavior 	
<p>Stage 2 – Assessment Evidence</p>	
<p>Other Recommended Evidence: <i>Tests, Quizzes, Prompts, Self-assessment, Observations, Dialogues, etc.</i></p> <ul style="list-style-type: none"> • Essays • Quizzes • Tests • Presentations • Research Projects 	

Stage 3 – Learning Plan

Suggested Learning Activities to Include Differentiated Instruction and Interdisciplinary Connections: *Consider the WHERETO elements. Each learning activity listed must be accompanied by a learning goal of A= Acquiring basic knowledge and skills, M= Making meaning and/or a T= Transfer.*

Sociological Theory and History

- Outline key components of different theoretical approaches to Sociology. (A)
- Identify potential ethical concerns in hypothetical research cases. (A)
- Make new observations about commonly encountered object/places (A,M)
- Read and discuss C W. Mills "Invitation to Sociology" (A)
- Interpret a known fairytale from different perspectives (A,M)
- Create a T-Shirt slogan for key sociologists to demonstrate their theoretical approach/lasting impact (A)
- Analyze & interpret pop culture websites using Symbolic-Interactionist, Functionalist, and Conflict Theory approaches. (M,T)

Sociological Research

- Identify steps in the scientific process. (A)
- Read and discuss "How Sociologists gather data" by James Henslin. (A)
- Identify an issue and select a research method to investigate that issue. (A,M)
- Analysis of media sources in search of material and non-material culture of the United States. (A,M)
- Interpret a world issue from both ethnocentric and relativistic approaches (A,M)
- Create surveys and questionnaires to practice doing authentic research on a chosen topic (M,T)

Culture and Society

- Create a presentation displaying elements of our culture/cultures around the world. (A)
- View and discuss "Beauty Standards Around The World" photoshop video. (A)
- Trace the roots of a certain behavior from the value(s) it is based upon to the norms, attitudes, and sanctions associated with it. (A,M)
- List personal values and, with \$100 to 'spend', assign a dollar value to each. Analyze the relative importance of those values. (M)
- Create a chart that groups personal status by 'ascribed' and 'achieved' status and the roles associated with each. (A,M)
- Analyze old yearbook for elements of culture and social change. (A,M)
- Read and discuss "The Body Ritual among the Nacirema" by Horace Miner. (A,M)
- Write a diary description of a daily activity mirroring the style in "Nacirema". (M,T)
- "Who should survive" activity and reflection on cultural values. (M)
- Create a fictional society that includes all the elements of culture. (T)

Socialization

- Analyze toys as agents of socialization for young boys and girls. (M,T)
- Create a timeline that explains the developmental stages of a person. (A,M)
- Evaluate the relative impact of each agent of socialization and how that changes during one's lifetime (A,M)
- View celebrity Instagram accounts and describe their presentation of "self" and elements of dramaturgy the authors are displaying. (M,T)

- Analyze popular television show as an agent of socialization (M)
- Students can research Keiko Ikeda and his study on the meaning of high school reunions (1998). Interview an adult who has attended their own high school reunion about how the impact of their high school experience has changed over the years. (M,)
- View parts of “Mean Girls” and discuss group dynamics and agents of socialization portrayed in the clips (A)

Groups and Organizations

- Compare the hierarchical/pyramid structure with a more flat/collaborative structure. (A)
- Create a Venn diagram of a person’s roles at home, at work, and a social setting. (M)
- Conduct the exercise, ‘The Marshmallow Challenge’ to highlight group dynamics. (M,T)
- Read several ‘Dilbert’ comic strips. Students should find three cartoons that each illustrate a key concept about groups and formal organizations and assess how accurately the situation is portrayed. (M, T)
- Read and discuss “If Hitler Asked You to Electrocute a Stranger, Would You? Probably” by Philip Meyer.

Deviance and Crime

- Create a list of deviant acts and discuss appropriate sanctions for each. (A,M)
- Read and discuss “What is normal?”
- View documentary [13th](#) and discuss its interpretation of the criminal justice system. (A,M)
- View television programs and analyze how norms are broken in popular entertainment programs. (M)
- Compare how crime statistics reflect the types of crime and the crime rates that are reported in the media. (M.T)
- Create a Strain Theory cartoon strip that portrays a life of deviant behavior. (T)
- Debate the efficacy of the use of the death penalty (M)
- Discuss and debate the various approaches to handling criminal violations in the United States. (M)